



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10881282  
SAU: Lewiston School Department  
School: Montello School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

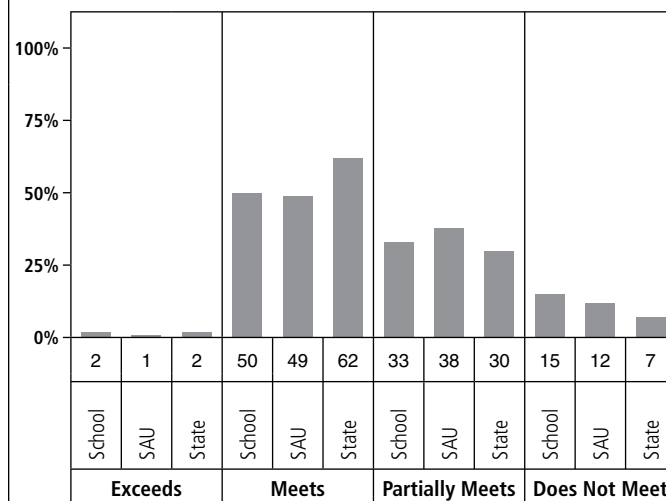
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Lewiston School Department  
School: Montello School

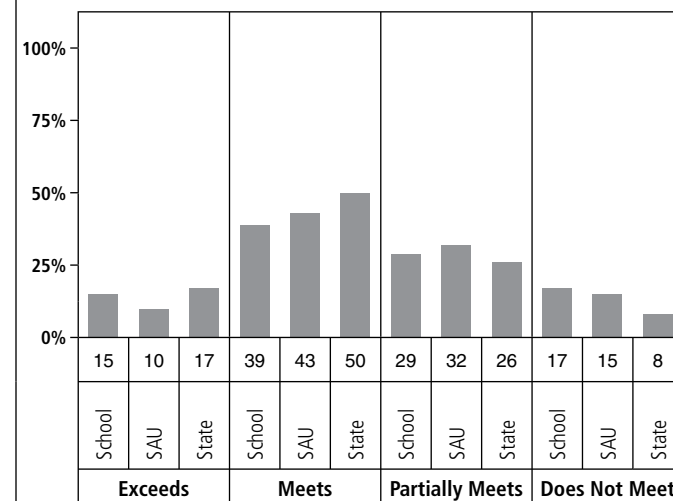
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	340	343	345
2006–2007	340	340	345
<b>2007–2008</b>	<b>342</b>	<b>342</b>	<b>344</b>
Cum. Avg. *	341	342	345
<b>Mathematics</b>			
2005–2006	335	340	344
2006–2007	336	338	347
<b>2007–2008</b>	<b>343</b>	<b>342</b>	<b>347</b>
Cum. Avg. *	338	340	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Montello School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	132	100	386	100	13803	100	131	99	384	100	13714	99	131	99	384	100	13710	99												
Ethnicity African American/Black	41	31	89	23	399	3	41	100	89	100	391	98	41	100	89	100	392	98												
American Indian or Native Alaskan	2	2	8	2	116	1	2	100	8	100	114	99	2	100	8	100	114	99												
Asian or Pacific Islander	0	0	4	1	210	2	0	0	4	100	205	98	0	0	4	100	206	98												
Hispanic	1	1	6	2	162	1	1	100	6	100	158	98	1	100	6	100	159	98												
Caucasian/White	88	67	279	72	12916	94	87	99	277	100	12846	100	87	99	277	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	9	72	19	2358	17	12	100	71	100	2333	99	12	100	71	100	2329	99												
Current LEP	34	26	68	18	371	3	34	100	68	100	357	96	34	100	68	100	361	98												
Economically disadvantaged	94	71	243	63	5584	40	94	100	242	100	5535	99	94	100	242	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	82	62	247	64	10650	77	79	60	244	63	10678	77												
Identified disability (PET/IEP)	3	4	15	6	475	4	3	4	15	6	479	4												
LEP	4	5	11	4	151	1	4	5	11	5	149	1												
504 plan	1	1	1	0	83	1	1	1	1	0	85	1												
<b>Participation with accommodations</b>	49	37	130	34	2936	21	52	39	133	34	2911	21												
Identified disability (PET/IEP)	9	18	49	38	1735	59	9	17	49	37	1729	59												
LEP	30	61	56	43	197	7	30	58	56	42	208	7												
504 plan	0	0	1	1	49	2	0	0	1	1	47	2												
Other	11	22	26	20	986	34	14	27	29	22	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	7	2	123	1	0	0	7	2	121	1												
Identified disability (PET/IEP)	0	0	7	100	123	100	0	0	7	100	121	100												
LEP	0	0	1	14	4	3	0	0	1	14	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	1	0	9	0	0	0	1	0	12	0												
<b>Non-participation – other</b>	1	1	1	0	80	1	1	1	1	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Lewiston School Department
School:	Montello School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	7	2	352	3
	2006-2007	1	1	4	1	332	2
	<b>2007-2008</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>227</b>	<b>2</b>
	Cum. Total*	4	1	14	1	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	49	43	181	54	8641	62
	2006-2007	47	47	154	48	8691	63
	<b>2007-2008</b>	<b>66</b>	<b>50</b>	<b>184</b>	<b>49</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	162	47	519	50	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	47	41	108	32	3671	27
	2006-2007	27	27	96	30	3781	27
	<b>2007-2008</b>	<b>43</b>	<b>33</b>	<b>145</b>	<b>38</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	117	34	349	34	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	18	16	40	12	1163	8
	2006-2007	26	26	70	22	1021	7
	<b>2007-2008</b>	<b>20</b>	<b>15</b>	<b>45</b>	<b>12</b>	<b>938</b>	<b>7</b>
	Cum. Total*	64	18	155	15	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	24.8	53.9	25.0	54.3	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	12.3	53.5	12.6	54.8	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	12.5	54.3	12.4	53.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Montello School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	2	2	66	50	43	33	20	15	342	377	1	49	38	12	342	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	41	1	2	9	22	17	41	14	34	336	88	1	22	48	30	336	384	1	42	39	18	339
American Indian or Native Alaskan	2										8	0	25	75	0	341	113	2	50	42	5	343
Asian or Pacific Islander	0										4						203	1	60	31	8	344
Hispanic	1										6	0	50	50	0	341	158	1	52	36	11	342
Caucasian/White	87	1	1	57	66	23	26	6	7	344	271	1	58	35	7	343	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	8	67	4	33	0	0	343	64	0	34	55	11	340	2210	0	32	48	20	338
No	119	2	2	58	49	39	33	20	17	341	313	1	52	35	12	342	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	34	1	3	6	18	16	47	11	32	336	67	1	16	48	34	335	348	1	36	45	19	339
No	97	1	1	60	62	27	28	9	9	343	310	1	56	36	7	343	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	94	1	1	39	41	36	38	18	19	340	237	0	38	46	16	340	5450	1	49	39	11	341
No	37	1	3	27	73	7	19	2	5	345	140	1	67	26	5	345	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	131	2	2	66	50	43	33	20	15	342	377	1	49	38	12	342	13581	2	62	30	7	344
<b>Gender</b>																						
Female	62	1	2	32	52	18	29	11	18	341	167	1	54	34	11	343	6567	3	65	27	5	345
Male	69	1	1	34	49	25	36	9	13	342	210	0	45	42	12	341	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	41	0	0	9	22	18	44	14	34	336	132	0	25	52	23	337	2004	0	37	49	14	339
No	90	2	2	57	63	25	28	6	7	344	245	1	62	31	6	344	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	1										3						125	11	87	2	0	355
No	130	1	1	66	51	43	33	20	15	341	374	1	49	39	12	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Montello School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	3	43	2	29	2	29	339	5	0	21	63	16	336	6	0	43	39	18	340
B. less than one hour	59	1	1	41	53	24	31	11	14	342	73	1	56	36	7	343	79	2	65	28	5	345
C. one to two hours	24	1	3	17	55	9	29	4	13	344	16	2	39	32	27	339	12	2	60	31	7	344
D. more than two hours	12	0	0	5	33	7	47	3	20	337	7	0	20	56	24	335	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	26	1	3	16	47	13	38	4	12	343	30	1	51	37	11	342	29	3	62	28	7	345
B. They match some of what I have learned.	51	1	2	36	55	22	33	7	11	343	46	1	53	37	8	343	48	2	67	27	4	345
C. They match just a little of what I have learned.	16	0	0	10	48	5	24	6	29	338	17	0	48	35	17	340	15	1	56	34	9	343
D. There is no match.	6	0	0	2	25	3	38	3	38	336	7	0	11	61	29	336	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	1	2	39	60	15	23	10	15	343	45	1	55	31	13	342	42	3	67	24	6	346
B. good	35	1	2	23	50	18	39	4	9	342	40	1	51	40	8	342	46	1	62	32	5	344
C. fair	11	0	0	3	21	6	43	5	36	337	12	0	29	53	18	339	10	0	48	42	10	341
D. poor	4	0	0	1	20	4	80	0	0	336	3	0	9	73	18	332	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	12	41	10	34	7	24	339	26	0	37	43	20	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	57	2	3	43	58	20	27	9	12	343	57	1	58	33	8	343	57	2	68	26	4	346
C. easier than my regular schoolwork	21	0	0	11	41	13	48	3	11	340	17	0	37	50	13	340	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	30	0	0	15	38	16	41	8	21	338	28	0	28	52	20	338	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	41	2	4	30	57	15	28	6	11	344	46	2	59	33	6	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	28	0	0	19	53	12	33	5	14	342	26	0	51	36	13	342	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	25	0	0	19	58	12	36	2	6	343	21	0	52	37	11	342	19	3	65	27	6	346
B. 20 minutes to an hour	48	2	3	29	47	21	34	10	16	342	43	2	47	40	12	342	47	2	68	25	5	346
C. less than 20 minutes	14	0	0	7	39	6	33	5	28	338	22	0	45	42	13	340	19	1	56	35	8	343
D. I rarely read at home.	13	0	0	11	65	4	24	2	12	342	14	0	60	31	10	342	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	0	0	11	39	12	43	5	18	339	28	0	44	47	8	341	28	1	56	33	9	343
B. six to ten pages	28	1	3	18	49	12	32	6	16	341	26	2	55	32	11	343	23	1	63	29	7	344
C. eleven or more pages	50	1	2	37	57	18	28	9	14	343	45	1	48	37	15	341	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	50	0	0	1	20	2	40	2	40	334	45	0	10	60	30	335						
B.	20	0	0	1	50	0	0	1	50	339	18	0	25	50	25	337						
C.	30	0	0	0	0	2	67	1	33	335	23	0	0	60	40	334						
D.	0										14	0	33	67	0	339						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Lewiston School Department  
School: Montello School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	2	15	4	1295	9
	2006-2007	4	4	22	7	1985	14
	<b>2007-2008</b>	<b>20</b>	<b>15</b>	<b>39</b>	<b>10</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	26	7	76	7	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	41	34	153	44	6852	49
	2006-2007	42	41	129	40	6990	51
	<b>2007-2008</b>	<b>51</b>	<b>39</b>	<b>162</b>	<b>43</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	134	38	444	42	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	46	39	118	34	4081	29
	2006-2007	28	27	101	31	3673	27
	<b>2007-2008</b>	<b>38</b>	<b>29</b>	<b>120</b>	<b>32</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	112	32	339	32	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	30	25	58	17	1638	12
	2006-2007	28	27	74	23	1193	9
	<b>2007-2008</b>	<b>22</b>	<b>17</b>	<b>56</b>	<b>15</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	80	23	188	18	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.3	55.3	8.1	54.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.4	67.1	9.3	66.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	2.8	56.0	3.2	64.0
Cluster 4: Patterns	14	29	8.2	58.6	8.3	59.3	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Montello School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	20	15	51	39	38	29	22	17	343	377	10	43	32	15	342	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	41	5	12	3	7	18	44	15	37	331	88	7	11	40	42	329	390	10	30	32	28	337
American Indian or Native Alaskan	2										8	13	75	13	0	348	113	7	45	38	10	342
Asian or Pacific Islander	0										4						204	18	48	25	9	347
Hispanic	1										6	0	83	17	0	345	159	6	50	31	13	342
Caucasian/White	87	15	17	46	53	19	22	7	8	348	271	11	51	31	7	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	8	67	3	25	1	8	341	64	3	44	42	11	340	2208	6	35	37	21	338
No	119	20	17	43	36	35	29	21	18	343	313	12	43	30	16	342	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	34	4	12	3	9	14	41	13	38	330	67	6	9	37	48	327	357	8	29	37	26	336
No	97	16	16	48	49	24	25	9	9	347	310	11	50	31	8	345	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	94	12	13	30	32	32	34	20	21	339	237	8	37	35	20	339	5452	9	45	33	12	343
No	37	8	22	21	57	6	16	2	5	351	140	15	54	26	6	348	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	131	20	15	51	39	38	29	22	17	343	377	10	43	32	15	342	13584	17	50	26	8	347
<b>Gender</b>																						
Female	62	11	18	18	29	22	35	11	18	342	167	11	38	35	15	341	6565	15	49	27	8	347
Male	69	9	13	33	48	16	23	11	16	344	210	10	47	29	15	343	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	41	3	7	8	20	18	44	12	29	333	132	3	29	39	29	334	2004	5	39	41	15	339
No	90	17	19	43	48	20	22	10	11	347	245	14	51	28	7	346	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	1										3						125	70	30	0	0	366
No	130	19	15	51	39	38	29	22	17	342	374	10	43	32	15	342	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Lewiston School Department  
 School: Montello School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 59 24 12	1 11 6 2	14 14 19 13	3 33 13 2	43 43 42 13	1 23 8 6	14 30 26 40	2 10 4 5	29 13 13 33	343 344 345 333	5 73 16 7	11 11 10 8	53 48 34 8	11 33 31 36	26 8 25 48	343 344 338 329	6 79 12 3	9 18 16 7	40 52 48 26	33 24 27 37	18 6 8 29	340 348 347 335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 45 15 8	8 12 0 0	19 20 0 0	16 23 7 4	38 39 37 40	13 13 10 2	31 22 53 20	5 11 2 4	12 19 11 40	346 344 338 331	40 40 13 7	10 14 4 4	46 43 40 35	32 30 38 35	12 14 19 27	344 343 338 336	37 46 12 5	22 16 9 5	50 53 44 32	22 25 36 36	6 6 11 27	350 348 342 336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	52 36 9 2	10 8 1 0	15 18 9 0	26 19 3 1	40 42 27 33	19 11 5 0	29 24 45 0	10 7 2 2	15 16 18 67	343 344 337 334	48 39 11 2	10 10 5 0	44 44 45 29	30 32 38 43	16 14 13 29	342 343 340 335	39 46 12 3	25 14 8 2	48 52 49 34	20 27 35 36	7 7 9 29	350 347 343 335
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 55 28	1 14 5	4 20 14	9 30 12	39 42 33	7 20 11	30 28 31	6 7 8	26 10 22	337 346 340	21 53 27	3 13 11	44 46 36	28 33 32	26 7 21	337 345 340	17 59 25	7 18 21	41 53 49	35 24 23	17 5 8	340 349 349
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	25 30 25 20	5 3 10 2	16 8 31 8	8 15 15 11	25 38 47 44	10 12 5 10	31 31 16 40	9 9 2 2	28 23 6 8	340 338 351 343	34 27 20 19	9 8 20 7	35 37 52 54	37 33 20 34	19 22 8 6	340 338 348 345	32 30 19 18	13 20 20 16	47 52 53 50	30 23 21 27	10 5 6 8	345 349 350 347
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	9 17 21 53	0 1 2 17	0 5 7 25	1 8 10 32	8 36 37 47	3 10 11 13	25 45 41 19	8 3 4 6	67 14 15 9	324 339 339 349	7 15 22 55	0 2 8 15	11 33 44 50	41 49 32 26	48 16 15 10	325 338 341 346	7 18 28 47	5 15 21 17	34 50 53 50	40 27 21 25	20 8 4 7	338 346 350 347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	18 34 27 21	0 5 9 6	0 11 26 22	8 16 18 9	33 36 51 33	10 17 5 6	42 38 14 22	6 7 3 6	25 16 9 22	337 341 349 343	19 33 33 14	3 7 18 11	33 45 49 37	42 37 23 26	22 10 10 26	337 342 346 339	16 30 32 22	8 14 22 20	42 53 51 49	36 26 22 23	13 7 5 7	342 347 350 349
<b>Optional school/SAU question</b> A. B. C. D.	50 20 30 0	0 0 0 0	0 0 0 0	2 1 1 33	40 50 33 33	1 0 1 33	20 0 33 33	2 1 1 33	40 50 33 33	330 321 335 335	45 18 23 14	0 0 0 0	50 25 20 67	20 25 40 0	30 50 40 33	333 320 331 329						